DOCUMENT RESUME

ED 246 653 FL 014 410

TITLE	French as a Second Language: Elementary French Teaching Guide, Grades 4-6.
INSTITUTION	Newfoundland and Labrador Dept. of Education, St. John's. Div. of Instruction.
PUB DATE	Aug 81
NOTE	54p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Classroom Techniques; *Cultural Education; Curriculum Guides; *Educational Objectives; Educational Philosophy; Elementary Education; Evaluation Methods; Foreign Countries; *French; Instructional Materials; *Language Skills; Learning Processes; *Second Language Instruction; Student Evaluation
IDENTIFIERS	Labrador; *Newfoundland

ABSTRACT

The objectives, philosophy, methodology, and materials for French instruction in Newfoundland and Labrador elementary schools are outlined and discussed. The principal objective is to develop the pupil's potential for spontaneous communication. This objective can be achieved through a basic knowledge of the French language, the application of this knowledge as a means of a communication, basic awareness of francophone culture, and an empathy toward francophones. Other information presented includes notes on five stages of language learning, a sequence for acquisition of the four skills (listening, speaking, reading, and writing), specific objectives of elementary French in the skill areas and in affective and cultural realms, an illustration of the structure of a lesson plan, a listing of specific instructional techniques for each skill area, notes on teaching culture, evaluation techniques for each skill area, an extensive listing of recommended resource and enrichment materials, a list of publishers, and a biblography. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED246653

GOVERNMENT OF NEWFOUNDLAND AND LABRADOR

DEPARTMENT OF EDUCATION

FRENCH AS A SECOND LANGUAGE

ELEMENTARY FRENCH TEACHING GUIDE

GRADES 4 - 6

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Dept. of Education, Newfoundland
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IF-L014410

Division of Instruction

Authorized by:
The Minister of Education

FRENCH AS A SECOND LANGUAGE

ELEMENTARY FRENCH TEACHING GUIDE

GRADES 4 - 6

August, 1981

FOREWORD

I am pleased to authorize this teaching guide for Elementary French for use in schools in our Province.

This publication represents the culmination of two years of careful preparation and the timing of its release is closely linked to the implementation of a new course for Elementary French.

The guide reflects the latest developments in the teaching of French as a second language and should prove to be very valuable to teachers. Teachers should find the wealth of sound, reasonable advice contained in this guide an important aid in their day-to-day instruction.

I wish you every success in your teaching endeavours.

Honorable Lynn Verge
Minister of Education

ACKNOWLEDGEMENTS

The Department of Education wishes to express its appreciation to the members of the working group responsible for the preparation of this publication:

Wanda Allix, Partanna Academy, Grand Bank

Gail Isaacs-Mayo, Sheen's Hill Elementary, Burin

Marie Power, Holy Name of Mary Elementary, Marystown

Raymond O'Brien, Burin R.C. School Board, Burin
(Chairperson)

TABLE OF CONTENTS

I. Introduction 1

II. Aims of Elementary French 2

III. Philosophy of Instruction 2

IV. Stages of Language Learning 4

V. Skill Sequence 5

VI. Specific Objectives of Elementary French 6

VII. Methodology 11

VIII. Culture 15

IX. Evaluation 18

X. Resource Materials 27

1. Professional Reading 27
2. Periodicals 28
3. Visuals, Posters and Cultural Materials .. 28
4. Film Libraries 29

XI. Other Recommended Enrichment Materials 30

1. Culture 30
2. Dictionaries 31
3. Filmstrips, Records and Multi-media Kits . 31
4. Games 33
5. Magazines 34

XII. Reading Materials 34

XIII. Publishers 38

XIV. Bibliography 47

INTRODUCTION

Second-language methodology has changed quite radically over the past couple of decades. It has progressed from grammar-translation to audio-lingualism to an eclectic approach which provides for a balanced development of the language skills: listening, speaking, reading, and writing. This approach, incorporating successful techniques of the grammar-translation and audio-lingual methodologies, provides for variety and flexibility, and enables the teacher to create a classroom atmosphere conducive to second-language learning.

The evolution of second-language methodology has been paralleled by the expansion of French in the school curriculum. Since the early 1960s, children have had the opportunity to begin French at earlier and earlier ages. The extension of French into primary and elementary schools is based on several important factors:

1. It capi zes the natural curios of the hild.
2. Pup s achieve better pronunciation, intonation, and a more native-like fluency.
3. A lack of inhibition allows for greater pupil participation and more frequent use of the target language.
4. Young pupils are less ethnocentric, thus allowing for development of more positive attitudes towards, and greater tolerance of, other cultures.

5. Other factors being equal, pupil proficiency increases with the amount of time spent learning the target language.

AIMS OF ELEMENTARY FRENCH

The principle aim of elementary French is to develop the pupil's potential for spontaneous communication, which may be achieved through:

1. (a) a basic knowledge of the French language, its vocabulary, structures, sounds, and accompanying gestures,

   (b) the application of this knowledge as a means of communication,

2. a basic awareness of the francophone culture,

3. an empathy towards francophones.

PHILOSOPHY OF INSTRUCTION

The teaching of French in the elementary schools of this province should be founded on solid psychological and pedagogical principles.

As previously outlined, the principle aim of second-language study is to develop a basic competency in communication. This entails acquisition, by the pupil, of the four language skills of listening, speaking, reading, and writing. Due to the nature of the young child, the second-language class should be activity-oriented. Puppetry, singing, play-acting,

and so on, must be an integral part of the class. To become proficient in the use of French, listening and imitating are not enough; pupils learn to speak by active personal involvement in situations which offer opportunities for them to apply what they have learned. The teacher must provide appropriate, controlled activity to complement the linguistic component of the lesson and to make the material meaningful in the context of the child's experience.

In classroom presentations, the teacher should make effective use of visual stimuli; these serve to convey the meaning of a lexical item or language pattern and can provide a multitude of situations for further practice. They also allow for more extensive use of the target language.

The teacher should develop high-interest situations and use a variety of activities to present and review the course content. Appealing learning situations will facilitate the imitation, repetition, and memorization essential to any second-language program. Further, the teacher should, as much as possible, ensure wide pupil participation and give every child the opportunity to display his new language skills.

Of frequent concern to French teachers is the question of deciding at what point to introduce new material. Complete mastery should not be a requirement before introducing the next topic; the teacher should proceed when the majority of pupils appear ready to do so. The very nature of the

elementary French program is such that materials are introduced, re-entered, and reviewed frequently, thus allowing pupils other opportunities for mastery. The classroom pace should be neither too slow nor too fast - the ability to strike a happy balance is undoubtedly a sign of a good teacher.

The role of the teacher in the whole process cannot be overlooked. He should strive to foster positive attitudes on the part of his pupils and should encourage hard work. The teacher who is confident, enthusiastic and patient, and who establishes a healthy rapport with pupils, can expect to be successful. He provides a model for the pupils, judges their competency and accuracy, and manages the meaningful activities that lead towards the goal of communicating competently in a second language.

STAGES OF LANGUAGE LEARNING

The pupil learning a second language passes through several stages in order to acquire competence in that language. In general, it is agreed that these stages include:

1. recognition of the sounds, lexical items, and patterns where the learner begins to attach meaning to the symbols,

2. imitation of a model, i.e. teacher and recorded stimuli,

3. repetition based on the memory of earlier experiences,

4. variation, where pupils do substitution drills using familiar materials,

5. selection, the most advanced stage, where pupils are capable of selecting, from known materials, appropriate responses for a variety of stimuli.

The pupil should gradually progress from the primary stage, recognition, through the intermediate stages to the most complex stage, selection.

SKILL SEQUENCE

In acquiring the first language, listening and speaking naturally precede attempts to read or write. Reading and writing are psychologically of a more complex nature than speech, so they therefore presuppose a knowledge of the spoken language.

In learning a second language, the acquisition of skills follows a similar pattern:

Listening - Listening is a natural first step in language development. If pupils are expected to gain proficiency in spoken French, their auditory skills will need to be developed.

Speaking - Speaking is a productive skill to be undertaken immediately after pupils are familiar with vocabulary and structures and are able to comprehend them in a meaningful context.

Reading - Pupils should be able to hear and pronounce the sounds of the second language before being introduced to reading. The connection between the sound and its written symbol needs to be firmly established. Reading, in the early stages, should therefore be strictly controlled and should involve only material previously mastered.

Writing - Writing is the most complex of the four language skills and presupposes a certain degree of facility with each of the preceding skills.

In all facets of language learning, one key concept is sequencing. Listening serves as a basis for speaking; similarly does reading for writing. The pupil's knowledge of the phonology, semantics, and syntax in reading is activated to produce written communication.

SPECIFIC OBJECTIVES OF ELEMENTARY FRENCH[1]

The specific objectives to be realized over the three-year period of elementary French instruction are:

I. Skill Development

A. Listening Skills

1. Pupils should be able to understand the oral model (song, conversation, or reading) given by either teacher or recording.

---

1. Condensed from Statement of Goals, French as a Second Language Grades 4 - 11, Department of Education, St. John's, Newfoundland, February, 1979.

2. Pupils should be able to distinguish the different French phonemes taught through short words.

B. Speaking Skills

1. Pupils should be taught to produce the simpler structures with accurate pronunciation and correct intonation.

2. Pupils should be able to answer simple questions with appropriate simple responses. Complete sentences are not always necessary.

3. Pupils should begin to ask each other questions, act out conversations and do simple dramatizations.

C. Reading Skills

1. Pupils should be able to recognize simple words, signs, songs, and so forth, that have already been presented.

2. Pupils should be able to read aloud, with correct pronunciation and intonation, simple words, phrases, signs, sentences, etc.

3. Pupils should be able to read, for comprehension, recombinations of material they have already met.

D. Writing Skills

1. Pupils should have practice in copying accurately structures and vocabulary that they have met in order to reinforce the awareness of the difference between the spoken language and the written language.

2. Pupils should be able to complete a sentence by providing the missing word in its proper form.

3. Pupils should be able to write dictations of expressions and sentences met in the text.

4. Pupils should be able to answer questions using the format and materials introduced in the text.

II. Attudinal Development

A. To develop a favourable attitude toward people who speak French.

B. To develop an interest in and a liking for the French language.

III. Cultural Component

As much as possible, French activities should be integrated with other areas of the elementary curriculum. Social studies, in particular, would seem to lend themselves to this process. Pupils should be made aware of the wider Canadian context in which they live and be exposed to lifestyles of their peer group in French Canada.

The teaching of French, at the elementary level, should be founded upon a systematic pedagogy while encouraging the teacher to use his initiative and imagination in presenting the language to the students.

While the Department of Education has provided a specific program, the teacher should use various strategies to make that program work. The material should be presented in a lively and diverse manner using a variety of teaching techniques. Such diversity is necessary to hold pupils' interest while essential repetition and reinforcement are carried out. In

the selection of appropriate techniques and supplementary materials, the teacher should consider the varied interests and abilities of pupils in the class, the pupils' previous experience in language learning and the availability of resource material.

One of the essential elements of productive teaching and learning is preparation. The teacher should examine the linguistic progression of an entire program to be familiar with the overall framework. Specific content should then be organized into a series of lessons, taking into account the various factors outlined above. In turn, each lesson must also be carefully planned on a daily basis.

The basic structure of a lesson plan includes warm-up, presentation, re-entry/review and recapitulation. The warm-up begins each lesson and puts the pupils in a mood conducive to learning. It should include only material with which pupils are familiar. The presentation, which is the core of the lesson plan, introduces new material. Activities, an integral part of the presentation, provide for enjoyable pupil involvement with the language and allow a change of pace from intense aural-oral work. Re-entry/review provides the opportunity for pupils to work with materials that they have met previously. The final stage, recapitulation, concludes the lesson by reviewing the material taught in the presentation.

The following table illustrates the basic structure of a lesson plan:

LESSON PLAN

COMPONENTS OF LESSON PLAN	SKILLS	COMMENTS
Warm-up	Listening Speaking Reading Writing	To start a lesson, class activities should involve only previously learned materials. At this stage, any skill or combination of skills can be practised.
Presentation	Listening Speaking Reading Writing	For new content, the order of presentation of skills is of vital importance. Pupils should first listen to the new language patterns, next imitate and repeat them, then practise reading them, and finally, do writing involving the same patterns.
Re-entry/Review	Listening Speaking Reading Writing	The re-entry/review stage of the lesson can provide for practice of a skill or combination of skills in any sequence.
Recapitulation	Listening Speaking Reading Writing	In summing up the lesson, the teacher would emphasize any skill or combination of skills as necessary.

METHODOLOGY

This section provides a listing of the specific techniques recommended for use in the development of the pupils' language skills.

I. Listening

A. Sound Discrimination

1. Pupils must recognize the word(s) they hear.

Example: tu - tout
il a - il est

2. Pupils must recognize the expression said by the teacher.

Example: mon ami - ton ami

B. Intonation

Pupils should be shown that a change in intonation pattern can create a change in meaning.

Example: C'est un canard.
C'est un canard?

C. Listening Comprehension

1. Vocabulary and Sentence Structure

The key to presentation of new vocabulary and structures is the use of visuals, concrete objects, gestures and actions.

Example: The teacher identifies a visual or an object orally.

C'est un chat.

2. Following Directions

(a) Use of the game "Simon dit..."

(b) The teacher gives a command and has the meaning demonstrated by either himself or a pupil.

II. Speaking

The first stage in learning to speak is imitation of a model, either teacher or tape or both, accompanied by visuals, gestures, and so on. It is important that repetition be used, at first with the full class, then with smaller groups, and finally with individuals. Difficult sounds should be isolated for practice; however, care should be taken not to overemphasize these sounds at any one time as opportunities will arise throughout the course for re-entry and review. Once mastered, these sounds should be used in the normal flow of the language.

A. Pronunciation

1. Pupils repeat sounds, words or sentences they hear. The use of puppets is one way of making this exercise more enjoyable for pupils.

2. Pupil moves about the room saying what action he is performing.

3. Pupils recite memorized dialogue.

4. Pupils participate in oral games.

Example: Qui est-ce?
Qu'est-ce que c'est?

B. Vocabulary and Sentence Structure

1. The teacher identifies a visual or an object orally and has the pupils repeat what has been said.

2. Oral games can also be used.

3. Oral exercises of various types can be used:

question and answer
Example: Qu'est-ce qu'il y a dans la boîte?

Il y a des bananes dans la boîte.

substitution
Example: Il est magicien. (jongleur)
Il est jongleur.

transformation
Example: Je cherche un balai. (Nous)
Nous cherchons un balai.

III. Reading

Reading is a developmental process which presupposes aural/oral mastery. It is imperative that the teacher ascertain whether the pupil is actually reading or reciting from memory. This can be done by having the pupil read familiar lines in random order. Next, pupils would be expected to read recombinations of material previously learned. The most advanced stage of reading at the elementary level would include the introduction of new vocabulary within the framework of familiar material.

A. Word Recognition

1. The teacher labels objects in the classroom so pupils can see the printed representation of the names of familiar items within the class.

2. The teacher presents a flash-card and the accompanying sentence. He reads the sentence aloud and has the pupils read after him.

B. Comprehension

Pupils do multiple choice items based on familiar content.

Example: A qui est la balle?

(a) La balle est dans la boîte.
(b) C'est la balle de Marie.

C. Oral Reading

Pupils read aloud sentences using vocabulary and structures from the program.

IV. Writing

Writing grows out of prior experience with listening, speaking, and reading. The teacher should stress accuracy, particularly in copying, the earliest stage in writing development.

A. Vocabulary

1. Pupils create a picture dictionary by drawing or cutting out pictures and labelling them.

2. Pupils do crossword puzzles.

3. Pupils fill in blanks to complete a sequence.

Example: deux,_____,quatre.

B. Sentence Structure

1. Pupils do written exercises.

Example: C'est la poupée de Lise. (Voilà)
Voilà la poupée de Lise.

2. Pupils do written transformations.

Example: Pupils are given the directions: "Change the sentence to show that there is more than one of the object pictured."

Example: Montre-moi une pomme.
Montre-moi des pommes.

3. Pupils arrange scrambled sentences in proper sequence. (To be done only when pupils are very familiar with the structures involved.)

Example: des/ j'ai/ jambes
des/ et/ pieds

J'ai des jambes et des pieds.

The preceding is a sampling of some activities and techniques that should be used to develop the four language skills; the teacher should also avail of any others that are effective in the classroom situation.

CULTURE

Culture includes the habits, lifestyles, customs, and morals shared by members of a particular society, as well as the sum total of a people's achievements and contributions to civilization. The links between language and culture are two-fold: in some ways, culture places its mark on the language, and conversely, language influences culture. Language reflects the beliefs, knowledge, feelings, superstitions and behaviour of those who speak it and as such provides access to a people's culture. It is agreed that some form of cultural awareness should be part of the French language program and such appreciation and understanding can be positive influences on pupil attitudes and motivation.

In view of the Canadian context, the teacher should create opportunities for the development of cultural topics in the language class. It would seem appropriate to initially expose our pupils to the fact of French Canada and expand to broader horizons as pupils' understanding and maturity develop.

A number of points specific to culture in the language class are worthy of consideration.

1. Favourable attitudes and cultural awareness are not direct results of a language program; the teacher should have these as objectives of his course and integrate them into the language class.

2. Teachers should be careful to avoid generalizations and stereotyping of the kind which would cause pupils to look upon every French-speaking person in the same light.

3. Teachers should be careful to stress similarities between the lifestyles and interests of the pupil and his peer group in French Canada.

4. Cultural activities are key motivating factors in the language class. Teachers would do well to make use of culture to generate increased interest in the French language and to develop more positive attitudes towards its cultural groups.

5. Many teachers indicate that the amount of time available for them to deal with cultural items is limited. This is indeed a problem if cultural content is dealt with as somewhat separate

from teaching of the language. Teachers should identify cultural themes which are inherent in existing programs and should expand on these.

Where possible, French activities should be integrated with other areas of the curriculum. Many occasions will present themselves where French teachers can work with other teachers to present topics beneficial to both subject areas. For example, the French and the music teacher could work together on a concert production which would include several French songs. Social studies likewise tend to offer numerous opportunities for cultural work across subject lines. In studying Newfoundland geography, the French teacher might provide insight into the French element on the Port au Port Peninsula or in Western Labrador, or a study could be done of the former French capital of Placentia. In this way, French takes on a new significance and may no longer be looked upon in isolation by both teachers and pupils.

The cultural content in our present elementary program is somewhat limited. The energetic French teacher should therefore create his own occasions by expanding on existing vocabulary or situations. Reference to "un vieux château" might spark discussion of Québec City; the mention of names such as Montréal, Paris, Place des Arts can readily be expanded; the mere mention of meals and a restaurant leads into a discussion of French eating habits and cuisine. "Les saisons" can bring on discussion of various sports and pastimes - indeed what

better way to motivate an aspiring young hockey player than to speak of "les Canadiens de Montréal"!

EVALUATION

Evaluation is an integral part of the learning process. The term itself is an all-inclusive one that encompasses assessment of the effectiveness of instruction, testing for grading purposes, anecdotal reporting, classroom observations, and checking on the development of affective factors.

Teachers should establish an evaluation plan prior to the start of the school year. The plan, however, should be flexible enough to take into account progress achieved during the school year as well as absolute achievement. Pupils who work hard and show improvement should benefit from their efforts. The notion of pupil progress is an important one because of the sequential nature of the French Program. The development of language skills and the assimilation and use of vocabulary and structures occurs over time and after lots of practice. Through this continuous process of re-entry and review pupils can overcome possible difficulties encountered earlier and build on their knowledge of French. Consequently, a teacher's evaluation procedures should be flexible enough to recognize worthwhile improvements shown by pupils.

Tests constitute an important part of evaluation. They are administered to determine if further teaching of content is necessary and to assess pupil achievement. Should further

practice be necessary, pupils could work in groups, use games, or other suitable materials. The goal is to review the content in a varied and interesting manner so that eventually, pupils do attain an adequate level of mastery.

While it is fairly obvious that the cognitive aspects of language learning can be measured by tests, it is equally apparent that pupil interest and pupil attitudes are difficult to determine. Pupil interest and pupil attitudes are nevertheless very important. Daily observations are a good indicator of pupil interest; how children look in class - happy and excited, apathetic, active or sullen, and whether they display curiosity to learn, reflects their feelings. Teachers should employ a checklist to indicate to both the pupil and his parents how he is developing as far as these affective factors are concerned.

During instruction, the teacher should be sensitive to the total classroom atmosphere and should strive to cultivate a positive, productive relationship that will make the class more enjoyable. This positive relationship should also characterize evaluation procedures. The evaluation should reflect the goals of the program and the specific activities used during instruction. The teacher should simply test what has been taught, including the testing of all four language skills. Since tests ought to reflect the classroom objectives, test items should be valued according to the stress put on them during teaching.

Pupils should also be made aware of the type of evaluation they can expect, and when it is to occur.

Tests can encourage or discourage. They can promote achievement and positive social attitudes or they can cause negative effects, depending on whether the teacher has adequately informed pupils about evaluation techniques and whether he has correlated the content of the tests with course goals and class activities.

A good evaluation procedure should have three focuses; it should be:

1. Pupil oriented -

   It helps the pupil to identify his personal strengths and weaknesses, in order to make the learning experience more profitable. Pupil recognition of his own achievement is also a positive motivational factor.

2. Teacher oriented -

   It allows the teacher to ascertain the effectiveness of his instructional techniques, and to make necessary adjustments.

3. Parent oriented -

   It provides a record of pupil achievement for the information of parents. This link with the home can play an important role in motivating pupils.

Many of the techniques already suggested for teaching the four language skills can also be used for the purpose of evaluation. Here are some specific question types.

I. Listening

Evaluation of the listening skill usually focuses on three areas: auditory discrimination, intonation and comprehension.

A. The pupil must select the expression said by the teacher.

Example: le chat - les chats

B. The pupil must distinguish closely related short words or sentences.

Example: il - elle

C'est ton train.
C'est mon train.

C. The pupil must select the word that contains a particular sound.

Example: as in mon: bon - beau

D. The pupil must indicate whether sentence intonation patterns are the same or different.

Example: Tu es jongleur.
Tu es jongleur?

E. The pupil must select the correct linear representation of the sentence he hears.

Example: The pupil hears:
Il est clown?
The pupil sees: a.

b.

c.

F. Drawing tests.

Example: The pupil draws the hands on a clock to show the time he hears.

G. Picture tests.

Example: The pupil hears two sentences, from which he selects the one which appropriately describes a picture he sees.

H. The pupil carries out a simple direction given orally by the teacher.

II. Speaking

In evaluation of the oral skill, test items focus on the following areas: pronunciation, vocabulary, sentence structure and spontaneity of delivery.

A. The pupil repeats sounds, words or short sentences after the teacher or a taped model.

B. The pupil imitates, with appropriate intonation, a sentence that he hears.

C. The pupil identifies, orally, objects or pictures presented by the teacher.

D. The pupil completes sentences orally using appropriate vocabulary.

E. The pupil, using simple sentences, answers questions about visuals.

III. Reading

Evaluation of the reading skill usually centers on pupil comprehension of content; however, oral reading must also be evaluated.

A. The pupil hears a sentence and must indicate from three sentences written on his paper the one he hears.

Example: The pupil hears:
Ils vont au restaurant.

The pupil sees:
(a) Ils sont au restaurant.
(b) Ils vont au restaurant.
(c) Il va au restaurant.

B. The pupil selects the sentence which is similar in structure to a given model.

Example: Je suis clown.

(a) Je suis derrière le divan.
(b) Qu'est-ce que je fais?
(c) Je suis magicien.

C. The pupil tells whether a caption under a picture is "vrai" or "faux".

D. The pupil selects the logical rejoinder.

E. The pupil reads aloud recombinations of previously learned material with correct pronunciation, intonation, rhythm and fluency.

IV. Writing

Evaluation of the writing skill in second language classes usually requires pupils to write in French employing correct vocabulary and sentence structures.

A. The pupil fills in the letters omitted from key words.

Example: C'est un d_nti_te.

B. The pupil writes the correct word or words to complete a sentence.

C. The pupil does partial or spot dictations, prepared dictations, and dictations of recombined material.

D. The pupil constructs sentences by matching sentence parts.

E. The pupil writes answers to simple questions.

F. The pupil manipulates sentences; affirmative to negative, singular to plural, etc.

The elementary French program now being used in the province provides the teacher with prepared tests. These tests quite adequately cover testing of the skills of reading and writing. Since the emphasis in the Elementary French Program is primarily aural/oral, it is essential that evaluation of these skills be carefully planned, carried out, and recorded.

Listening can be tested on a full-class basis using some of the techniques outlined in this guide. For assessment of the speaking skill, an informal day-to-day record of oral production should be kept. A small amount of preparation will permit the teacher to keep an uncomplicated record of aural/oral testing. A simple three point scale is probably the easiest and most effective way to record pupil achievement in the listening and speaking skills at the elementary level, with the following values given:

1 - response inaccurate
2 - response basically correct, but not completely accurate
3 - response totally accurate

For the speaking skill, the teacher should plan, before each class, the pupils to be assessed and the items on which the assessment will be based. During the class, these pupils would be checked, and their scores recorded at the end of the lesson. The scores can be recorded on a sheet which has been prepared in advance, such as the sample given here:

Pupil's Name	Date	Score	Date	Score	Date	Score
Pupil A	Jan 1	3	Mar 3	2	May 6	2
Pupil B	Jan 7	2	Feb 9	1	Apr 5	3

This is not intended to be an exhaustive treatment of the topic of evaluation; it is, rather, a list of suggestions to aid the teacher to evaluate pupils effectively. For more information on this important topic, teachers are urged to

consult the texts on evaluation in the list of professional references.

RESOURCE MATERIALS

Professional Reading

Allen, E. D. and Valette, R., Modern Language Classroom Techniques. New York: Harcourt, Brace and Jovanovich Inc., 1972.

Badino, M. J., French Sounds. St. Louis, Missouri: Milliken Publishing Company, 1968.

Canadian Parents For French, So You Want Your Child To Learn French! Ottawa: Mutual Press Ltd., 1979.

Chastain, K., Developing Second Language Skills: Theory to Practice (2nd Edition) Chicago: Rand, McNally Co., 1976.

Cole, L. R., Teaching French to Juniors. London: University of London Press, 1969.

Department of Education, The Evaluation of Students in the Classroom, St. John's, Newfoundland, January, 1979.

Edwards, S., Comment dit-on? Agincourt: The Book Society of Canada Ltd., 1974.

Eriksson, M., Forest, I., Muhauser, R., Foreign Languages in the Elementary School. Scarborough: Prentice-Hall of Canada Ltd., 1974.

Finocchiaro, M., and Bonomo, M., The Foreign Language Learner: A Guide for Teachers. New York: Regents Publishing, 1972.

Finocchiaro, M., Teaching Children Foreign Languages. New York: McGraw-Hill Book Co., 1964.

Game, A., Graphie des Sons. Agincourt: Gage Educational Publishing Company, 1976.

Grittner, F., Student Motivation and the Foreign Language Teacher. Skokie, Illinois: National Textbook Company, 1974.

Kelly, L. G., 25 Centuries of Language Teaching. Rowley, Massachusetts: Newbury House Publishers, 1969.

Lado, R., Language Testing. London: Longmans Group, Ltd., 1961.

Rivers, W., A Practical Guide to the Teaching of French. New York: Oxford University Press, 1975.

Rivers, W., Teaching Foreign Language Skills. Chicago: University of Chicago Press, 1972.

Seelye, H. N., Teaching Culture. Skokie, Illinois: National Textbook Company, 1974.

Periodicals

American Council on the Teaching of Foreign Languages. Foreign Language Annals. (2 Park Avenue, New York, NY, USA, 10016).

Livres, Revues et Presse Inc., Le Français dans le Monde, éditée par les librairies Hachette et Larousse. (4435, boulevard des Grandes Prairies, St. Leonard, PQ, H4R 3N4).

Modern Language Association. Modern Languages. (35 Lewisham Way, London, England).

National Federation of Modern Language Teachers' Associations. The Modern Language Journal. (University of Wisconsin Press, 114 North Murray Street, Madison, WI, 53715, USA).

Ontario Modern Language Teachers' Association. The Canadian Modern Language Review. (CMLR/RCLV, 4 Oakmount Road, Welland, Ontario, L3C 4X8).

Visuals, Posters and Cultural Materials

Air Canada, Public Affairs, 1, Place Ville-Marie, Montréal, Québec, H3B 3P7.

Air France, Rélations publiques, 1, Place Ville-Marie, Montréal, Québec, H3B 3P7.

L'Ambassade de France, Service de Presse et d'Information, 42 Promenade, Sussex, Ottawa 2, Ontario.

Bureau du Tourisme française, 1940 ouest, rue Sherbrooke, Montréal, Québec, H3H 1E3.

CBC, Audience Relations, Information Services, C. P. 6000, Montréal, Québec, H3C 3A8.

Comissariat général du Tourisme (de Belgique), 5801, avenue Monkland, Montréal, Québec, H4A 1G8.

Commission Canadienne pour l'UNESCO, 140, rue Wellington, Ottawa 4, Ontario.

French National Railways (SNCF), 1500, rue Stanley, Montréal, Québec, H3A 1P6.

Gouvernement du Québec, Direction générale du Tourisme, 930, chemin Ste. Foy, Québec, PQ, G1S 2L3.

Hydro-Québec, Rélations publiques, 75 ouest, boulevard Dorchester, Montréal, Québec, H2Z 1A4.

Régie autonome des Transports parisiens, Service des Rélations extérieures, 53, quai des Grands-Augustins, 75271, Paris, CEDEX 06.

Services Culturels Français, 972 Fifth Avenue, New York, NY, 10021.

Service du Tourisme, Communauté urbaine de Québec, 60, rue d'Auteuil, Québec, PQ, G1R 4M8.

The Swiss National Tourist Office, Commerce Court West, Toronto, Ontario, M5L 1E8.

Ville de Montréal, Service des Rélations publiques, Hôtel de Ville, Montréal, Québec, H2Y 1C6.

Film Libraries

Instructional Materials Division
Department of Education
P. O. Box 2017
St. John's, Newfoundland
A1C 5R9
(see catalogue)

National Film Board of Canada
Pleasantville
St. John's, Newfoundland
(see NFB catalogue)

OTHER RECOMMENDED ENRICHMENT MATERIALS

CULTURE

Introducing France. D. M. le Désert, Harrap, 1975 (Clarke Irwin and Company, Ltd.) Information on various aspects of French life.

Je Suis Canadien. D. H. Nathanson, P. Nowell and P. Campbell (McGraw-Hill Ryerson, Ltd., 1975) Cultural information on Montréal, Québec City, and Newfoundland.

Life French Style. B. Collins (Clarke Irwin and Company, Ltd.) A series of 12 booklets presenting information on France, with suggested projects (teacher reference):

1. Markets in France
2. Drinking in France
3. Rouen
4. Le Tour de France
5. Housing in France
6. Cars in France
7. Celebrating in France
8. Le Mans
9. Holidays in France
10. Crafts in France
11. Women in France
12. Jobs in France

Life in a French Family. D. L. Ellis (Harrap, 1968, distributed by Clarke Irwin and Company) Aspects of life in a French town, for teacher and student reference.

The Regions of France. E. Morris and J. Walling
(Clarke Irwin and Company)
Teacher reference consisting of 7 booklets:

1. Normandy
2. Loire Valley
3. Brittany
4. Provence
5. Auvergne
6. Aquitaine

DICTIONARIES

Dictionnaire Illustré. Richard Scarry
(Editions RST, Paris, 1977)

Duden Français - Dictionnaire en Images.
An illustrated dictionary of vocabulary pertaining to daily life. (Distributed by Marcel Didier (Canada) Ltd.)

Harrap's Concise French and English. Harrap and Bordas, 1976
Clarke Irwin and Co., Ltd.

La Grande Parade des Mots de Walt Disney.
H. Fatou
(Whitman Golden Ltd., 1976)
An appealing dictionary, using Disney characters and bold colours.

Le Livre des Mots. Richard Scarry
(Golden Press Inc., 1963)
An appealing dictionary using animal characters and colours.

FILMSTRIPS, RECORDS AND MULTI-MEDIA KITS

Au Clair de la Lune. Joan Northcott
(World Records, Oshawa, Ontario)
Chansons et poèmes pour les jeunes. Cassette et texte.

C'est la Récréation. Edith Butler, Angèle Arsenault and Jacqueline Lemay.
Record, with text, for elementary students.

10 Chansons de Noël. Helen N. Ortega and Jeannette G. Comer
(TAV, 250 west 57th Street, New York, 10019)
Teacher's manual and cassette.

Il Etait Une Fois. F. Savingy
(Copp, Clark Pitman Publishers)
Illustrated, with cassette.
Three fairy tales:

1. La Petite Poule Rouge
2. Boucle d'or et les trois ours
3. L'âne et l'enfant

Je Chante, Tu Chantes, Ils Chantent.
Songs for Grades 4 - 6 to expose children to music of French Canada.
(Instructional Materials, Department of Education)

Le Hockey. (OISE Module) Grades 5 and up, with at least two years of French.

Les Comptines. J. Dalpé
(Centre Educatif et Culturel, Inc.)
A selection of rhymes, with record.

Oh Canada Kit. Commissioner of Official Languages, Ottawa
Game, record, and workbook.

Recueil de Chant. Département de Français du Conseil d'Education de Carleton, Ottawa
273 pages of songs.

Si Tu Aimes le Soleil. Joan Northcott
(World Records, Oshawa, Ontario)
Chansons et poèmes pour les jeunes
Cassette et texte.

GAMES

Amusons-nous. Maurie N. Taylor
(National Textbook Company)
A word game book for students of French.

Classroom Games in French. Maurie N. Taylor
(National Textbook Company)
Games for aural/oral practice.

Domino des devinettes. Un jeu éducatif.
Fernand Nathan
(Goldsmith's Music Shop,
Great Neck, NY)

Domino "Quelle heure est-il?". Un jeu éducatif.
Fernand Nathan
(Goldsmith's Music Shop,
Great Neck, NY)

French Bingo. Sister Georgiana Terstegge & Christobel Cordell
(J. Weston Walch, Portland, Maine)
1. Voici - elementary
2. Voilà - intermediate

Loto des animaux. Fernand Nathan
(Goldsmith's Music Shop,
Long Island, NY)
Teaching vocabulary by game.

Jeux Culturels. Maurie N. Taylor
Copp Clark Pitman
A word game book for French students.

Jeux Faciles. Maurie N. Taylor
Copp Clark Pitman
Word games for beginning students in
the elementary and junior high grades.

La Bonne Cuisine. Un jeu éducatif.
Fernand Nathan
(Goldsmith's Music Shop,
Long Island, NY)
A game about French cuisine -
also includes 10 simple recipes.

MAGAZINES

Boum, Bonjour. (Scholastic Book Services)
Magazines for elementary students.

Feu Vert. (Librairie Dussault)
A magazine for young children.

READING MATERIALS

Amusettes. Steckman and Sklarew
(Centre Educatif et Culturel Inc.)
Short texts to develop reading comprehension.

Bon Accueil Les Gosses. D. J. Jenkins
(Ginn and Company, 1971)
Set of six paperbacks:

1. Aimez-vous l'école?
2. Gisèle et son pony
3. Les Martin et les Bandits
4. Jean à l'Aéroport
5. Chauffeur de taxi à Paris
6. Chalutier de Vernez

Dinomir le Géant. E. Blanch and A. Cook
(Editions Hurtubise, 1973)

Series I: Dinomir va à la ville.
Dinomir cherche une maison.
Dinomir nettoie sa maison.

Series II: Dinomir cherche un ami.
Dinomir rencontre une dame géante.
Dinomir et la parapluie magique.

Series III: Dinomir va au musée.
Dinomir dans l'autobus.
Dinomir va à l'école.

En Avant Stage 2 Reader Workbooks. E. J. Arnold, 1967
(J. M. Dent and Sons)
Good beginning readers.

Titles are:
1. Le Pauvre Xavier
2. Néron et Brigitte
3. Les Pommes du Fermier
4. Georges aide Maman

First Steps in French. Margarita Madrigal and Colette Dulac, 1964 (Regents Publishing Co., New York)
A beginner's book for children.

Guignol et Ses Amis. Green
(Holt, Rinehart and Winston, 1966)
Fourteen puppet plays.

Invitation à la Lecture 1 (Découvrons les Sons).
Claudine Courtel and Marie-Antoinette Mantione
(Copp Clark Pitman)
Three books presenting 15 French sounds through the use of comptines.

Invitation à la Lecture 1 (Lisons).
Claudine Courtel and Marie-Antoinette Mantione
(Copp Clark Pitman)
Eight 16-page booklets:

1. Des Animaux Magiques
2. Nathalie et son Canari
3. Le Réquin de Propreville
4. Le bal des légumes
5. La découverte de Kinouk
6. Joyeux Noël, Rodolphe!
7. Le Marché de Pâques
8. Le Cheval de Pierre de Lune

La Petite Famille. Joslin, Sesyle and Alcorn
(Harcourt, Brace and World - distributed in Canada by Academic Press)
Illustrated reader.

La Série Carreautée. A. Carvaggio
(McGraw-Hill Ryerson, Ltd.)
Two series of four booklets each:

Series I: Le Carnaval de Québec
Picasso de Cro-Magnon
Le totem qui pleure
Le Rallye Feuille d'érable

Series II: Mission Pluton
Beau Temps, Mauvais Temps
Tumak
François de St-Jean-Port-Joli

La Série Carrousel Canada. Philip Day
(J. M. Dent and Sons, Canada, Ltd.)
A series of 5 readers:

1. Bravo les Fantômes
2. Allons faire du ski
3. Perdu dans les bois
4. Excursion au Zoo
5. Aventure à l'aéroport

Le Hibou et La Pousiquette. F. Steegmuller
(Little, Brown and Company, Ltd.)
Translation of the poem "The Owl and the Pussycat".

Les Aventures de la Famille Robert. Hurtubise, Lalonde and Villeneuve
(J. M. Dent and Sons, Canada, Ltd.)
A series of 5 readers:

1. Les Eaux Dangereuses
2. En Motoneige
3. L'Avalanche
4. Les Secrets Vols
5. Aventure en Forêt

Les Cahiers Rouges. (Scholastic Book Services)
A set of 12 readers, 10 pages per book.

Les Cahiers Verts. (Scholastic Book Services)
A set of 12 short readers.

Les Machins. P. J. Arthur and M. Fisher
(J. M. Dent and Sons)
A series of 6 short readers:

1. Une Voiture Extraordinaire
2. Le Squelette
3. La Belle Dame
4. Madame Guillotine
5. L'inventeur

Les Petits Cahiers. (Scholastic Book Services)
First French readers in 3 sets of 4:

1. Nic et Nicolette
2. Les Voyageurs
3. Les Explorateurs

Livre de la Mère Oie. O. de Kay, Jr.
(Little, Brown and Company)
Sixty well-known nursery rhymes translated into French.

Loto de Lecture. Fernand Nathan
(Goldsmith's Music Shop, Long Island, NY)
Learn to read and write in French while having fun.

My First French Word Book. C. Henstock
(J. M. Dent and Sons)
A sequel to My First French Word Book, with more vocabulary and short sentences.
Grade 5 - 6 level.

Napoléon Readers. P. J. Arthur and M. Fisher
(J. M. Dent and Sons)
Twelve booklets, excellent beginning readers:

1. Le Petit Napoléon
2. Chez la Vieille Dame
3. Napoléon a Faim
4. Napoléon et la Souris
5. Napoléon et le Chien Méchant
6. Napoléon et l'Oiseau
7. Napoléon et le Voleur
8. Napoléon est Malade
9. Napoléon est Prisonnier
10. Napoléon et Mimi
11. Le Mariage de Napoléon
12. Le Vieux Napoléon

Textes en Français Facile. (Centre Educatif et Culturel)
Elementary Readers:

1. Les Comptines de Colette
2. La Souris des Villes et la Souris des Champs
3. Sidonie Cigale
4. Mon ami Chocolat

Ti-Jean. C. Tardif
(Holt, Rinehart and Winston of Canada)
Elementary reader in large print.

PUBLISHERS

Academic Press
55 Barber Greene Road
Don Mills, Ontario
M3C 2A1

Addison-Wesley Publishers
P. O. Box 580
Don Mills, Ontario
M3B 9Z9

Editions Aquila Ltd.
3785, Côte-de-Liesse
Montréal, Québec
H4N 2N5

E. J. Arnold
J. M. Dent and Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills, Ontario
M3B 2R8

Audio Lingual Educational Press Inc.
219 Laurel Road
East Northport
New York 11731

Fitzhenry and Whiteside Ltd.
150 Lesmill Road
Don Mills, Ontario
M3B 2T5

Librairie Beauchemin
450, avenue Beaumont
Montréal, Québec
H3N 1T8

G. Bell and Sons Ltd.
Clarke Irwin and Company Ltd.
Clarwin House
791 St. Clair Avenue West
Toronto, Ontario
M6C 1B8

Blackie and Son Ltd.
J. M. Dent and Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills, Ontario
M3B 2R8

Book Society of Canada
4386 Sheppard Avenue East
Box 299
Agincourt, Ontario
M1S 3B6

Bordas Rélations Scolaires
37, rue Boulard
75680 Paris
Cedex 14

Brault et Bouthillier Ltd.
700, rue Beaumont
Montréal, Québec
H3N 1V5

Centre de Diffusion Editions Paulines
3965, est boulevard Métropolitain
Montréal, Québec
H1J 1J9

Clarke Irwin and Company Ltd.
Clarwin House
791 St. Clair Avenue West
Toronto, Ontario
M6C 1B8

Copp Clark Pitman
517 Wellington Street West
Toronto, Ontario
M5V 1G1

Coronet Instructional Media Ltd.
200 Steel Case Road East
Markham, Ontario
L3R 1G2

Dargaud Canada Ltée.
302, Place D'Youville
Montréal 125, Québec

J. M. Dent and Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills, Ontario
M3B 2R8

Deux Coqs d'Or
200 Sheldon Drive
Cambridge, Ontario
N1R 5X2

Didacta Inc.
3465 Côte-des-Neiges
Montréal 61, Québec
H3H 1T7

Marcel Didier (Canada) Ltd.
2050, rue de Bleury
Suite 500
Montréal, Québec
H3A 2J4

Editions du Jour Inc.
5705, est rue Sherbrooke
Montréal, Québec
H1N 15N

Editions du Seuil
Diffusion Dimédia
539, boulevard Lebeau
Ville St. Laurent
H4N 1S2

Editions France-Québec
3550, est rue Rochel
Montréal, Québec
H1W 1A3

Editions Guérin
4574, rue St. Denis
Montréal, Québec
H2J 2L3

Editions Mirabel
8955, boulevard St. Laurent
Montréal, Québec
H2N 1M6

Editions HRW Ltd.
Holt, Rinehart and Winston of Canada
55 Horner Avenue
Toronto, Ontario
M8Z 4X6

Editions Hurtubise - HMH
380, ouest rue St. Antoine
Montréal, Québec
H2Y 1J9

Editions Leméac Inc.
5111, rue Durocher
Outremont
Montréal, Québec
H2V 3X7

Editions Paulines
3965, est boulevard Henri-Bourassa
Montréal, Québec
H2L 3K4

Editions Françaises
192, sud rue Dorchester
Québec, PQ
G1K 5Y9

Editions du Renouveau Pédagogique
8955, boulevard St. Laurent
Montréal, Québec
H2N 1M6

Editions Projets Inc.
342, terasse Saint Denis
Montréal, Québec
H2X 1E8

Editions Scriptomédia
1151, rue Alexandre-de-Sève
Montréal, Québec

Educational Media Corporation
Marvin Melnyk Associates Ltd.
P. O. Box 220
Queenston, Ontario
L0S 1L0

Education Sights and Sounds
P. O. Box 598
Northport, New York 11768

FIDES
Siège Social et Librairie
235, est boulevard Dorchester
Montréal, Québec
H2X 1N9

Gage Publishing Ltd.
164 Commander Boulevard
Agincourt, Ontario
M1S 3C7

General Publishing Co. Ltd.
30 Lesmill Road
Don Mills, Ontario
M3B 2T6

Gessler Publishing Co. Inc.
131 East 23rd Street
New York, NY 10010

Ginn and Company
3771 Victoria Park Avenue
Scarborough, Ontario
M1W 2P9

Goldsmith's Music Shop
Audio-Visual and Language Department
301 East Shore Road
Great Neck
Long Island, New York 11023

Granger Frères
210, ouest Crémazie
Montréal, Québec

Hachette
Centre Educatif et Culturel Inc.
8101, est boulevard Métropolitain
Montréal, Québec
H1J 1J9

Harrap
Clarke Irwin and Company Ltd.
Clarwin House
792 St. Clair Avenue West
Toronto, Ontario
M6C 1B8

D. C. Heath Canada Ltd.
Suite 1600
100 Adelaide Street West
Toronto, Ontario
M5H 1S9

Hilton Educational Publications Ltd.
Book Society of Canada
4386 Sheppard Avenue East
Box 200
Agincourt, Ontario
M1S 3B6

Holt, Rinehart and Winston of Canada
55 Horner Avenue
Toronto, Ontario
M8Z 4X6

Houghton Mifflin Company
150 Steel Case Road West
Markham, Ontario
L3R 1B2

House of Grant (Canada) Ltd.
100 Scarsdale Road
Don Mills, Ontario
M3B 2R8

Hutchinson Educational Ltd.
G. L. C. Publishers Ltd.
115 Nugent Avenue
Agincourt, Ontario
M1S 3B1

Kahl's Inc.
P. O. Box 126
Kitchener, Ontario
N2G 3W9

Larousse
192, rue Dorchester
Québec, PQ
G1K 5Y9

J. P. Lippincott Company
McClelland and Stewart Ltd.
25 Hollinger Road
Toronto, Ontario
M4B 3G2

Little, Brown and Company (Canada) Ltd.
25 Hollinger Road
Toronto, Ontario
M4B 3G2

MacMillan Company of Canada Ltd.
70 Bond Street
Toronto, Ontario
M5B 1X3

McClelland and Stewart Ltd.
25 Hollinger Road
Toronto, Ontario
M4B 3G2

McGraw-Hill Ryerson Ltd.
330 Progress Avenue
Scarborough, Ontario
M1P 2Z5

Marvin Melnyk Associates Ltd.
P. O. Box 220
Queenston, Ontario
L0S 1L0

Mary Glasgow Publications
Scholastic - Tab Publications
123 Newkirk Road
Richmond Hill, Ontario

National Textbook Company
Copp Clark Pitman
517 Wellington Street West
Toronto, Ontario
M5V 1G1

Newbury House Publishers Inc.
Didacta Inc.
3465, Côte-des-Neiges
Montréal, Québec
H3H 1T7

Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario
M5S 1V6

Oxford Book Company Inc.
Gage Publishing Ltd.
164 Commander Boulevard
Agincourt, Ontario
M1S 3C7

Oxford University Press
70 Wynford Drive
Don Mills, Ontario
M3C 1J9

Phonodisque Ltd.
355 King Street West
Toronto, Ontario

Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough, Ontario
M1P 2J7

Les Presses de l'Université Laval
C. P. 2447
Québec, PQ
C1K 7R4

Regents Publishing Company Inc.
Centre Educatif et Culturel Inc.
8101, est boulevard Métropolitain
Montréal, Québec

Scholar's Choice
50 Ballantyne Avenue
Stratford, Ontario
N5A 6T9

Scholastic - Tab Publications
123 Newkirk Road
Richmond Hill, Ontario
L4C 3G5

Charles Scribner and Sons
John Wiley and Sons (Canada) Ltd.
22 Worchester Road
Rexdale, Ontario
M9W 1L1

Sélection du Readers Digest
215, avenue Redfern
Montréal, Québec
H3Z 2V9

University of Toronto Press
Front Campus
University of Toronto
Toronto, Ontario
M5S 1A6

Van Nostrand Reinhold Ltd.
1410 Birchmount Road
Scarborough, Ontario
M1P 2E7

Wible Language Institute Inc.
24 South 8th Street
P. O. Box 870
Allentown, PA 18105

J. Weston Walch Publisher
Portland, Maine
04104

The Yale Book Company Ltd.
Box 190
Desbarats, Ontario
P0R 1E0

BIBLIOGRAPHY

Bick, Catherine, et. al., Livre du professeur, RSVP - Allons-Y. Toronto: Copp Clark Publishing, 1975.

Chastain, Kenneth, Developing Second-Language Skills: Theory to Practice. Chicago: Rand McNally College Publishing Company, 1976.

Cole, Leo R., Teaching French to Juniors. London, England: University of London Press, 1969.

Department of Education, Province of Alberta, Curriculum Guide - French as a Second Language. Alberta: 1970.

Department of Education, Saskatchewan, Curriculum Guide - FRENCH - Divisions One and Two. Regina: 1975.

Finocchiaro, Mary, and Bonomo, Michael, The Foreign Language Learner: A Guide for Teachers. New York: Regents Publishing Company Inc., 1973.

Government of Newfoundland and Labrador, French as a Second Language - Course Description Grade 8. St. John's: Division of Instruction, 1979.

Government of Newfoundland and Labrador, Répondez S'il Vous Plaît: A Handbook for Workshop Leaders. St. John's: Department of Education, 1978.

Government of Newfoundland and Labrador, Passeport Français: A Handbook for Workshop Leaders. St. John's: Department of Education, 1978.

Government of Newfoundland and Labrador, Statement of Goals, French as a Second Language. St. John's: Division of Instruction, 1979.

Grittner, Frank M., Teaching Foreign Languages. New York: Harper and Row, 1977.

Kenny, Morgan, et. al., Teacher's pack, Passeport Français. Toronto: D. C. Heath Canada Ltd., 1973.

Lado, Robert, Language Testing. Hong Kong: Longman Group Limited, 1970.

Modern Language Center, A Study Guide to Accompany Wilga Rivers' "Teaching Foreign Language Skills". Toronto: Ontario Institute for Studies in Education, 1972.

Nova Scotia Department of Education, French - Core Program, Introductory Level. Halifax: 1977.

Teacher's Edition, Vive le Français! 1. Don Mills, Ontario: Addison-Wesley Publishers, 1978.

Teacher's Text, Le Français Partout - Cours Préliminaire. Toronto: Holt, Rinehart and Winston of Canada Ltd., 1967.

Teacher's Text, Le Français Partout 1. Toronto: Holt, Rinehart and Winston of Canada Ltd., 1967.

Valette, Rebecca M., Evaluation of Learning in A Second Language. Chestnut Hill, Massachusetts: Boston College.

Valette, Rebecca M., Modern Language Testing. New York: Harcourt, Brace, Jovanovich Inc., 1977.

Warren, C. B., French as a Second Language (Elementary Division: Grades 4 - 6). St. John's: Avalon Consolidated School Board, 1979.